

## Textbook Alignment to the Utah Core – 9<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes   X   No       

**Name of Company and Individual Conducting Alignment:** **Jennifer B. Bailey**

**A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):**

## X On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 9<sup>th</sup> Grade Language Arts Core Curriculum**

**Title: Edge Reading, Writing & Language, Level B ISBN#: 9780736234535**

**Publisher: National Geographic School Publishing/Hampton Brown**

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 97 %**

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 80 %**

**STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.**

**Percentage of coverage in the *student and teacher* edition for Standard I: 89 %**

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 5 %**

**Coverage in *Student Edition*(SE) and  
*Teacher Edition* (TE) (pg #'s, etc.)**

**Coverage in *Ancillary Material***  
(titles, pg #'s, etc.)

Not covered in TE, SE or	
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<b>OBJECTIVES &amp; INDICATORS</b>				<i>ancillaries</i> ✓
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	<b>SE/TE: 35, 37, 59, 87, 204, 223, 225, 245, 359, 519, 521, 539, 753-754</b>  <b>TE: PD30, PD37-47</b>	<b>Edge Interactive Practice Book: 19, 33, 47, 113, 127, 227, 229</b>	
<b>b.</b>	Distinguish between the connotative and denotative meanings of words.	<b>SE/TE: 561, 651, 752, 843</b>	<b>Edge Interactive Practice Book: 251, 281</b>	
<b>c.</b>	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	<b>SE/TE: 131, 223, 225, 245, 277, 325, 431, 646, 754</b>	<b>Edge Interactive Practice Book: 101, 127</b>	
<b>d.</b>	Distinguish between commonly confused words (i.e., accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).	<b>SE/TE: 101, 187, 838-841</b>		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).				
<b>a.</b>	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	<b>SE/TE: 2, 26-28, 30-31, 47, 50, 52-54, 56, 80, 106, 192, 296, 318, 322, 366-368, 390, 450, 453, 488</b>	<b>Edge Interactive Practice Book: 12, 27, 136-137</b>	
<b>b.</b>	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	<b>SE/TE: 212-213, 218, 220, 303, 308, 329, 333-335, 337, 351, 354-357, 361-362</b>	<b>Edge Interactive Practice Book: 144, 149, 158, 166</b>	
<b>c.</b>	Infer meaning from implicit information in text.	<b>SE/TE: 194-197, 199, 203-204,</b>	<b>Edge Interactive Practice</b>	

		206, 208-213, 216-217, 219-221, 227, 231-232, 234-236, 238-240, 242-246, 253, 256-260, 262-263, 265-268, 270-271, 273-274, 278, 715, 716	Book: 89, 94, 105, 109, 117, 122-124	
d.	Distinguish relevant from merely interesting information.	SE/TE: 99, 108-111, 113, 116-117, 119-122, 125-126, 133, 137, 139, 142-145, 148, 155, 158, 160, 162, 164-168, 170, 174, 185, 712-713	Edge Interactive Practice Book: 77	
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.				
a.	Describe how conflict, character, and plot work together.	SE/TE: 5-7, 9, 12, 14-23, 39, 44-46, 397, 443, 623, 635 TE: T4	Edge Interactive Practice Book: 8, 22, 172, 270	
b.	Explain how character is developed through implication and inference.	SE/TE: 39, 44, 46, 259, 626-627,	Edge Interactive Practice Book: 22, 270	
c.	Relate themes in literary works to real-life events.	SE/TE: 269-274, 276	Edge Interactive Practice Book: 18, 112, 126	
d.	Analyze how setting contributes to characterization, plot, or theme.	SE/TE: 6, 63, 66-68, 70, 74-75, 77, 86	Edge Interactive Practice Book: 36, 46	
e.	Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	SE/TE: 468, 655, 658, 660, 662-663, 665, 673, 847-848, 850-851	Edge Interactive Practice Book: 80, 210, 267, 284, 293	
f.	Identify the speaker in a poetic text.	SE/TE: 460, 463, 465, 616, 618, 671	Edge Interactive Practice Book: 266	

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: (Writing to Learn): Compare multiple ideas and perspectives to extend thinking through writing				
a.	Compare/contrast significant or essential ideas, facts, or events.	SE/TE: 27, 51, 79, 85, 123, 127, 145, 149, 169, 171, 213, 221, 243, 247, 275-276, 323, 339, 345, 365, 369, 393, 397, 400, 402, 405, 407-410, 412, 414-415, 421, 424, 427-428, 433, 436-437, 440-441, 447, 451-452, 457-460, 463-465, 467-468, 470, 511, 517-518, 533, 618, 643, 667, 714	Edge Interactive Practice Book: 100, 126, 226, 231, 234	
b.	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	SE/TE: 27, 51, 79, 85, 123, 127, 145, 149, 169, 171, 213, 221, 243, 247, 275-276, 323, 339, 345, 365, 369, 393, 397, 400, 402, 405, 407-410, 412, 414-415, 421, 424, 427-428, 433, 436-437, 440-441, 447, 451-452, 457-460, 463-465, 467-468, 470, 511, 517-518, 533, 618, 643, 667, 714	Edge Interactive Practice Book: 100, 126, 226, 231, 234	
c.	Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	SE/TE: 25, 51, 79, 123, 145, 169, 213, 243, 339, 365, 393, 397, 400, 402, 405, 407-410, 412, 414, 421,	Edge Interactive Practice Book: 173, 175-178, 187, 189, 199	

		424, 427-428, 433, 436-437, 440, 447, 451-452, 454-455, 457-460, 463-465, 470, 511, 533, 611, 643, 667, 714		
<b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	State a thesis that clearly takes a position.	SE/TE: 92, 178, 282, 347, 566, 760 TE: T375, T378	Edge Interactive Practice Book: 16, 31, 99, 165, 193, 237	
b.	Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	SE/TE: 90-97, 176-183, 280-287, 374-381, 472-479, 564-568, 761, 768-769 TE: T381	Edge Interactive Practice Book: 16-17, 31, 45, 59, 71, 81, 99, 111, 125, 139, 153, 165, 181, 193, 209, 225, 237, 249, 265, 279, 291	
c.	Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	SE/TE: 2, 106, 181, 184, 192, 296, 488, 540-541, 564-567, 572, 783		
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> <li>Ideas: Anticipation of and answers to readers' questions.</li> <li>Organization: Inviting leads and satisfying conclusions.</li> <li>Voice: A variety of voices for different audiences and purposes.</li> <li>Word Choice: Carefully chosen vocabulary to achieve voice and purpose.</li> <li>Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences).</li> </ul>	SE/TE: 35, 90-99, 102, 173, 176-185, 188, 249, 280-289, 292, 374-383, 386, 469, 474-481, 484, 519, 538-539, 560, 564-573, 576, 673, 759-760, 766-773, 795, 812, 821-822 TE: T530, T548, T550, T552,	Edge Interactive Practice Book: 48, 84, 128, 168, 212, 252, 294	

b.	Edit for: <ul style="list-style-type: none"> <li>• Correct grade level spelling.</li> <li>• Correct use of commas in introductory phrases and clauses.</li> <li>• Correct use of adverbs.</li> <li>• Correct use of colons.</li> <li>• Correct use of parentheses.</li> <li>• Correct capitalization of languages, races, nationalities, religions or sections of the country.</li> </ul>	SE/TE: 100-101, 186-187, 290-291, 384-385, 482-483, 574-575, 817, 826, 829-830, 832, 836, 838-841		
<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>84</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to examine multiple points of view.				
a.	Formulate questions to evoke multiple, valid responses from different points of view.	SE/TE: 36, 59, 128, 699		
b.	Gather information from multiple sources that reflect varied points of view.	SE/TE: 2, 106, 192, 296, 488, 540-541, 700		
c.	Analyze multiple points of view for credibility.	SE/TE: 2, 106, 192, 196, 227, 236, 296, 488, 540-541, 701		
d.	Use primary and secondary sources.	SE/TE: 35-36, 59, 128-129, 150, 200, 370, 374-376, 378-379, 384, 386-387, 561, 700, 703, 763, 786, 789		

<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to analyze multiple points of view.				
<b>a.</b>	Select an appropriate format to analyze multiple points of view.	<b>SE/TE: 2, 106, 192, 296, 488, 540-541, 701</b>		
<b>b.</b>	Compile and analyze information from multiple points of view.	<b>SE/TE: 2, 106, 192, 296, 488, 540-541, 701</b>		
<b>c.</b>	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	<b>SE/TE: 2, 106, 192, 296, 488, 540-541, 702-703</b>		
<b>d.</b>	Use informal and formal citations where appropriate, to support inquiry.	<b>SE/TE: 374-376, 378-379, 384, 386-387, 703, 763, 786, 789</b>		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Conduct interviews to support inquiry.				
<b>a.</b>	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	<b>SE/TE: 59, 122, 125</b>		
<b>b.</b>	Ask probing questions to seek elaboration and clarification of ideas.	<b>SE/TE: 59, 128, 561</b>		
<b>c.</b>	Make supportive statements to communicate agreement with or acceptance of others' ideas.	<b>SE/TE: 50, 53, 55, 59, 128</b>	<b>Edge Interactive Practice Book: 28, 180</b>	
<b>d.</b>	Present interview results.	<b>SE/TE: 53-56, 59, 125-126, 128, 413-414, 561</b>	<b>Edge Interactive Practice Book: 26, 28, 175-176</b>	